

## Can You Prove It's A Fairy Tale?

EDC423  
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## Today's Objectives

- 1. Examine several versions of Cinderella for key elements of fairy tales
- 2. Reflect on the Prove It Process
- 3. Share differences across Cinderella versions
- 4. Reflect on key ideas in Bearse's *The Fairy Tale Connection*
- 5. Review Book Activity #3 directions

## The Fairy Tale Connection (Bearse, 1992) – Purpose?

- What "intervention" took place? Key elements?
  - 1.
  - 2.
  - 3.
  - 4.
- What was the purpose of the study?
  - A.
  - B.
  - C.

## The Fairy Tale Connection (Bearse, 1992) – Key findings

- 61% (11/18 students) made **conscious connections** to stories they had read previously (naming characters, borrowed plot details; synthesized several fairy tales into their writing)
- Synthesis was often **unconscious**, whether the connections were to fairy tales or certain fairy tale elements (e.g., the lead, magical elements)
- All children, to some extent, **internalized** sophisticated sentence structure, rhythms, and poetic language of fairy tale language
- How did that happen??

## Big Ideas For Fostering Reading/Writing Connections

- Fostering reading/writing connections
  - **Immerse** students in genre study
  - Provide **explicit instruction** in language and structure of each genre
  - Provide lots of **exposure** to multiple texts and models before you expect students to write in that genre
- Q: Why do you think that high-ability students tended to make conscious connections while low-ability students seemed to make unconscious connections?

## Homework

- For Thursday, Oct. 7
  - Read Strategy Book Ch. 6 Making Connections
  - Skim Block & Israel's ABC's Effective Think-Alouds
  - Finish Book Activity #2: Fairy Tale Connections
- For Tuesday Oct. 12 NO CLASS
  - Read Hancock: Ch. 4 Modern Fantasy
  - Read Strategy Book Ch. 8 Visualizing
  - Work on Book Activity #3
- 10/15: Quiz #1 and finish Vacation Under the Volcano - Book Activity #3: Cinderella Strategy Script